

**Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students\***  
**2016-2017 PROGRAM APPLICATION – Sections A - F**

**Section A: Contact Information**

Name of LEA (fiscal agent)	SAU#
Mailing Address:	
Superintendent or Authorized Representative:	Phone:
Email:	Fax:
Title III Project Manager:	Phone:
Email:	Fax:
Title III Fiscal Manager:	Phone:
Email:	Fax:

\*Reauthorized under ESSA (Dec.10.2015). See 2016-17 Title III Instructions.

**Section B: Assurances & Certification**

The LEA (or all LEAs within a Consortium) will:

1. use Title III funds so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for LEP and Immigrant children and youth, and in no way supplant such Federal, State, and local public funds;
2. comply with Section 3302 regarding Parental Notification (*see Appendix IV, Instructions*) prior to, and throughout, each school year. *Title III, Part A, Section 3116(d)*;
3. annually assess the English proficiency level of all children with limited English proficiency participating in programs under this part;
4. consult with teachers, researchers, school administrators, parents, and if appropriate, institutions of higher education and education-related community groups and non-profit organizations, in developing the proposed plan, which will be based on scientifically-based research on teaching limited English proficient children;
5. ensure that the programs enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards;
6. certify that the LEA is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127.
7. certify that all teachers in an instructional program for LEP students are fluent in English.

*The LEA will: 1) abide by all statutory and regulatory requirements of ESEA, Title III, and 2) adhere to the legal assurances contained in this application and in the application appendices.*

**Name of LEA** \_\_\_\_\_ **Date** \_\_\_\_\_

**Printed name and signature of Superintendent or Authorized Representative**

\_\_\_\_\_

## Section C: Certification & Assurances by Members of Consortium – 2016-2017

Each of the LEAs participating in the consortium assures that it will: (1) abide by all statutory and regulatory requirements of ESEA, Title III, and (2) adhere to the legal assurances contained in this Title III application and in the application appendices.

We agree to work together for the purposes of serving LEP students, as delineated in the law, for the period of the consortium agreement. We, the undersigned, understand that the lead LEA will serve as the fiscal agent for the Title III funds.

<b>Name of LEA Consortium Member District</b>	<b>Name of Superintendent or Authorized Representative</b>	<b>Signature and Date</b>

Please provide the following information about the Title III ESOL Coordinator in each of the consortium's member districts.  
Note: An ESOL Coordinator is responsible for providing LEP student data to the State; organizing ACCESS for ELLs® test administration; and communicating Title III SEA announcements and guidance to all ESOL staff in the district.

<b>LEA name</b>	<b>ESOL Coordinator</b>	<b>Phone #</b>	<b>Fax #</b>	<b>Email Address</b>

## Section D: Data Tables – 2016-2017

Each Consortium member must complete Section D with data for the 2016-17 school year.

District name \_\_\_\_\_

**Table 1: ESOL Staff** (*add lines, as needed*)

ESOL Staff hired with local funds	Name(s), FTE and Assigned School(s)	ESOL endorsement Yes/No	Pending Alt. IV-V ESOL endorsement
Teachers			
Program Coordinator			
Tutors, Paraprofessionals			
Home-School Liaison			

ESOL Staff hired with Title III funds	Name(s), FTE and Assigned School(s)	Summer/after school/school day	# of certified or Alt. IV-V ESOL teachers
Teachers			
Tutors, Paraprofessionals			
Other			

**Table 2: Language Instruction Education Programs** – Check all types of program(s) used in the district.

Type of Program	K-5	6-8	9-12
<b>Pull-out ESOL Instruction</b> – Students are withdrawn from their regular classrooms for one or more periods a week for ESOL instruction in small groups.			
<b>Inclusion ESOL Instruction</b> –ESOL teacher provides English language instruction in the mainstream classroom for one or more periods per week.			
<b>Sheltered English Instruction</b> —Mainstream teachers adapt the language of the texts and/or use such techniques as demonstrations, visuals, graphic organizers, or cooperative work to make academic instruction more accessible to students developing proficiency in English.			
<b>Content-based ESOL</b> – ESOL teacher, who is HQ in the content area, integrates language and content instruction in the second language classroom, using instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicles for developing second language, content, cognitive, and study skills. (Ex: secondary English class)			
<b>Self-contained ESOL class</b> – ESOL teacher is HQ in content area. English language acquisition and core content instruction are provided for <u>newcomers</u> in a self-contained ESOL classroom. (i.e., a magnet class or immersion program)			

## Section E: Private School Annual Report for 2016-2017

*Each member of a Consortium must complete Section E.*

**District Name** \_\_\_\_\_

In order to ensure compliance regarding the participation of non-public schools in federal programs, each LEA or Consortium (including all member districts) must maintain a record that a consultation to determine student eligibility has occurred. Please complete the following table to document that the LEA has met the requirement for 1) consultation with private schools related to Title III program services; and 2) evaluation of the Title III services that were provided.

### Annual Report for the 2016-17 school year

	Date Completed	Private School Participation Process
		Notified private schools of Title III program – Common Pages distributed
		Reviewed Common Pages for interest in participating in Title III
		List school(s), if any, that checked “yes” and complete remainder of this table.
		Contacted private school(s) and described process to determine student eligibility; send Home Language Survey template
		Screened new students with primary language other than English
		Re-screened students from 2015-16 to determine continued eligibility (if applicable)
		Held meaningful consultation with private school official to discuss provision of equitable Title III services for 2016-17
		District and private school official signed “Private School Participation-Students” form

1. Please evaluate the Title III services your district provided to participating private school(s).
2. Please attach a short evaluation of Title III ESOL services from the participating private school official(s).

## Section F: Annual Report for 2015-2016

NOTE: Each consortium member must complete this section.

District Name \_\_\_\_\_

1. Please describe an effective **Title III –funded** language instruction activity that was implemented in **2015-16**. (refer to Required Activity #1 in your 2015-16 application)

Instructional model

Approximate number and ages of students who participated

Program teachers/staff

Time frame

Coordination with other district or community programs

Describe outcome(s) for this language instruction activity

2. Please describe an effective **Title III-funded** professional development activity that took place during **2015-16**. (refer to Required Activity #2 in your 2015-16 application)

Location/venue

√	Type of PD activity (check all applicable choices)	# of Participants
	Instructional strategies for English Learners	
	Understanding and implementation of ELP assessment	
	Understanding & implementation of ELP standards & academic content standards	
	Alignment of ESOL curriculum to ELP standards	
	Subject matter for teachers	
	Other (explain)	

√	Participants (numbers and roles)	# of Participants
	Content classroom teachers	
	ESOL teachers, tutors, paraprofessionals	
	Principals	
	Administrators other than principals	
	Other school personnel	
	Community-based organization personnel	

How was the activity sustained for at least three sessions?

Describe outcome(s) of this sustained PD activity

3. Please describe any challenges your program experienced during the 2015-16 school year.

Were there barriers that prevented implementation of any part of the Title III project?

How do you plan to address these barriers in your program plan for 2016-17?

Do you need technical assistance from the Title III State office to help resolve challenges?

4. Estimate how many **additional** ESOL teachers your program may need in the next five years.